

II. Reproducing Information

Copy numbers, letters, words, short phrases or sentences from simple lists or very short passages, for personal use or to complete short tasks.

Task Trace or copy letters in first name.

Tool Self-evaluation - stickers

Ss should practice letter formation in every class. This task is helpful for getting Ss to focus on the letters in their first name. Ss should be familiar with upper and lower case letters.

1. In advance, prepare simple worksheets, like the example below, for each S in class with his or her first name.
2. Distribute the worksheets. Observe whether Ss recognize or attempt to read the word on their worksheet. Ensure that Ss understand the meaning of the word they are about to copy/trace.
3. Elicit what skill Ss are practicing by pointing to the image of a pen next to the task instructions. Prompt with gestures as needed. N.B., It is important to teach Ss to recognize language skills and classroom instructions. Build Ss oral vocabulary related to language skills (e.g., reading, writing, listening, speaking) and instructions (e.g., copy) by consistently prompting them to recognize and name the words related to classroom activities.
4. Help Ss understand the criteria for good letters written on a line by modelling the task with your own name.
5. After Ss have copied their first name several times, instruct them to look at their attempts and choose the one they think is the best by circling it or placing a sticker next to it.
6. Again, demonstrate this selection process using your own example. As you demonstrate, draw learners' attention to the letters that aren't written on the line correctly as well as those that are.
7. Use appropriate body language and gestures to emphasize those aspects that make for a good attempt (e.g. on the line, proper capitalization).
8. When Ss choose their best attempts, try to draw out the reasons why they chose the one they did. Some Ss may be able to say "on line" or show "on the line" if provided with enough demonstration. It may be easier to elicit why certain examples are not being considered as successful.

★ **Teaching Tip!** Use this self-assessment tool for other topic-related words or short sentences. Once Ss demonstrate the understanding of simple self-assessment, introduce peer-assessment with the same tasks.



Copy your first name.

Aaron

1. Aaron

2. Aaron

3. Aaron ★

4. Aaron

Name: _____

Date: _____



Copy your first name.

1. _____

2. _____

3. _____

4. _____